# Annotated Bibliography

1. **Good, C. P., McIntosh, K., & Gietz, C. (2011). Integrating Bullying Prevention Into Schoolwide Positive Behavior Support. *Teaching exceptional children* *, 44* (1), 48-56. Retrieved by: http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?vid**

This article discusses the importance of bullying prevention programs and how children with special needs and disabilities can become targets. The author discusses how bullies look for key vulnerabilities in others to bully. The results of the study prove how important and effective bullying prevention programs embedded in preexisting School wide Positive Behavior Support systems (promotes positive and social learning environments) are.

1. **Roberts, E. E. (2011). Teachers' Perceptions of Anti-Bullying Interventions And The Types of Bullying Each Intervention Prevents. *ARECLS* *, 8*, 75-94. Retrieved by: http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?vid**

This article discusses a study on teachers attitudes on anti-bullying interventions and the types of bullying they believed would be prevented. A questionnaire with 26 questions was used to analyze the teachers' attitudes to four global interventions. Teacher implemented, student implemented, non-teaching staff implemented and specific. The results of the study showed that teachers believed that non-teaching staff was the most helpful to prevent bullying and most effective at preventing physical bullying, verbal bullying, intimidation, social alienation and social exclusion.

1. **Smith, D. J., Cousins, B. J., & Stewart, R. (2005). Antibullying Interventions in Schools: Ingredients of Effective Programs. *Canadian Journal of Education* *, 28* (4), 739-762. Retrieved by: http://ehis.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?vid=**

This article addresses the severity of bullying that goes on in Canada and how it’s using anti-bullying programs has helped. A questionnaire was given to 395 school principles in Ontario to keep record of how serious the incidents of bullying were, there resources, and variety of anti-bullying activities in their schools. The study showed that money, time and effort are essential in preventing bullying and making it a safe environment for students.

1. **Yerger, W., & Gheret, C. (2011). Understanding and Dealing With Bullying in Schools. *The Education Forum* *, 75* (4), 315-326. Retrieved by: http://ehis.ebscohost.com.ezproxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/**

This journal discusses what causes bullying and its consequences. It speaks on Prevention and intervention bullying strategies for schools. They discuss primary prevention that involves all of the students (1) altering school environment (2) training for staff (3) parental involvement and secondary prevention is for the students with problems of victimization or aggression. Primary prevention is the best form of prevention when trying to deal with bullying.

1. **Young, T. A., & Ward, B. A. (2011). *Bullies in Recent Books for Children and Young Adults.* Retrieved from ehis.ebscohost.comez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer?sid**

This article introduces several books focused on bullying. Some of which are "Henry and the Bully" by Nancy Carlson recommended for K-2, "The Three Bully Goats" by Leslie Kimmelman also recommended for K-2. This article makes note of how important using these children books are when used to tackle bullying in both the school and the Internet.